

QA:N/A

ESMERALDA

Esmeralda County School District

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MUSTANGS

2005-2006 District Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The Esmeralda County School Board, Teachers, Administrators, and School Staff believe that every student can learn and achieve. It is the purpose of the school board, teachers, administrators, and staff, with the support of parent/guardians to teach, guide, and assist students toward acquiring skills in academic, occupational, and social areas. We feel these skills are essential for choosing success and making positive contributions to society. Our job is to teach, guide, and assist all individuals with skills and plans for success in learning, working, and living.

Superintendent's Highlights

The changes that we have made in staff and staff assignments, due to a significant increase in enrollment, is providing a safe, nurturing, and caring atmosphere while insisting that students meet mastery for the State Standards. This is the greatest contributing factor to the success of the Esmeralda County School District.

ECSD's curriculum is based on the Nevada State Standards. Power standards that are paced to the textbooks and other teaching materials are utilized to ensure that each student has the opportunity, preparation, and background to be successful. Assessment tools that the staff has at its disposal include ETS Pulliam Assessment Program, CRTs, NRTs (ITBS), Pals, Dibbles, GATES, and the WYATT. The ETS Pulliam Assessment Program is replacing the ITBS as our alternative testing instrument. At the beginning of each year, all students are assessed with the Star Reading, Star Math, WYATT, and Success Maker to determine their placement level for the core subjects. Under my leadership, none of the schools in Esmeralda County is designated as "needs improvement". Dyer Elementary, which was in need of improvement three years ago, is now one of the 19 designated Title I Distinguished Schools in Nevada.

We are currently developing a professional learning community at each school. The Reading First Program is injected into the reading, language arts, writing, and spelling curricula for each student. Comprehension is improved and increased with the Accelerated Reading Program. The Accelerated Math Program is used to enhance and improve the Saxon Math Curriculum. Improvement in comprehension and writing skills are embedded into each classroom with the "Step-Up-To-Writing Process". We have implemented new textbook series and teaching materials in reading, and language arts. We are in the process of purchasing, a new social studies series with all related materials. When we make a change in instructional materials, this change is implemented District wide for all grades.

With grant funding, we have installed high-speed communication systems (T1 lines) and are very close to a ratio of one computer per student. Each student in Dyer has an individual laptop computer, and we are using additional grant funding to provide this advantage for each student in the District.

SRPDP, Title IIA, Title III, and Title V funding is utilized to provide a comprehensive professional development program for all teachers, aides, and para-professionals. One hundred percent of our staff participates in each aspect or phase of our professional development program.

Our District has remained within the adopted budget during the 2005-2006 year. Our ending fund balance has grown from approximately 8 percent to 20 percent over the past 4 years. Our aggressive grant writing and procurement plan has supplemented our district budget significantly and has allowed our District to provide the excellent learning environment that we have created. For example, we bus our students 150 miles per day so that they can participate in sports and other activities. Drug and alcohol prevention grant funds are used to operate, and provide tutoring after school for each student on our activity buses.

Through judicial use of board workshops, we have rewritten and updated our District's Policies. In addition, we use annual board retreats to train board members, set goals, create plans, and provide educational direction.

Parents are encouraged to volunteer, visit classrooms, participate in activities, and provide input into the functions of the schools. Attendance rates of the parents attending open houses and parent-teacher conferences are 80 to 100 percent. Parents are encouraged to participate in the monthly literacy nights sponsored by our Reading First Program.

Our District sponsored a Science Fair, a Safety Fair, Yearbooks, Student Council, Spelling Bee, Christmas Programs, Geography Bee, Book Fairs, Family Literacy Nights, Educational Field Trips, Award Ceremonies and Graduation for our Kindergarten and Eighth Grade Students. Our students are provided with the opportunity to participate in football, basketball, and track. We fund an extensive Drug and Alcohol Prevention Program that is conducted on a traveling platform (school bus) for those students participating in extracurricular activities.

Goals and Objectives

Goal 1: Students in grades three through eight will show increased math scores as measured by the Nevada State CRT administered each Spring.

Objective: Students in grades three through eight identified as approaching in the area of problem solving, patterns, functions and Algebra will increase their math scores by six percent measured by interim assessments by December 2005 and May 2006.

Goal 2: Students in grades three through eight will show increased English Language Arts scores as measured by the State CRT administered in the Spring.

Objective: Students in grades three through eight identified as approaching in the area of comprehension, interpretation and evaluation on informational text will increase their reading comprehension scores by six percent as measured by interim assessments by December 2005 and May 2006.

Goal 3: Students in grades five and eight will show increased writing scores as measured by the State Writing Assessment administered in the Spring.

Objective: Students in grades five and eight identified as approaching in the areas of voice and conventions will increase their writing scores to meets and exceeds as measured by interim assessments in December 2005 and May 2006.

Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day.

Gender and Ethnicity

	Total Students	Male		Female		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Black/African American		White	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	412,179	212,436	51.5 %	199,743	48.5 %	6,663	1.6 %	30,003	7.3 %	138,609	33.6 %	45,701	11.1 %	191,203	46.4 %
District	86	56	65.1 %	30	34.9 %	5	5.8 %	N/A	N/A	18	20.9 %	1	1.2 %	62	72.1 %
Elementary Schools															
Dyer E S	32	21	65.6 %	11	34.4 %	4	12.5 %	N/A	N/A	18	56.3 %	N/A	N/A	10	31.3 %
Goldfield E S	46	29	63.0 %	17	37.0 %	1	2.2 %	N/A	N/A	N/A	N/A	1	2.2 %	44	95.7 %
Silver Peak E S	8	6	75.0 %	2	25.0 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8	100.0 %

'N/A' indicates a population of zero.

Special Programs

	Total Students	IEP		LEP		FRL		Migrant	
	#	#	%	#	%	#	%	#	%
State	412,179	45,763	11.1 %	63,856	15.5 %	171,118	41.5 %	233	0.1 %
District	86	10	11.6 %	-	-	57	66.3 %	11	12.8 %
Elementary Schools									
Dyer E S	32	N/A	N/A	-	-	25	78.1 %	11	34.4 %
Goldfield E S	46	10	21.7 %	N/A	N/A	32	69.6 %	N/A	N/A
Silver Peak E S	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'N/A' indicates a population of zero.

'-' indicates data are not presented for groups fewer than 10.

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Total Students	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Black/African American	White	IEP	LEP	FRL
State	93.7 %	93.0 %	95.7 %	93.7 %	92.2 %	94.1 %	92.1 %	94.3 %	93.8 %
District	93.7 %	90.5 %	100.0 %	96.7 %	16.7 %	93.1 %	94.3 %	96.6 %	93.4 %
Elementary Schools									
Dyer E S	95.8 %	93.4 %	100.0 %	96.7 %	N/A	95.4 %	-	96.6 %	96.1 %
Goldfield E S	91.9 %	79.0 %	N/A	N/A	16.7 %	92.5 %	-	N/A	90.6 %
Silver Peak E S	93.1 %	N/A	N/A	N/A	N/A	93.1 %	N/A	N/A	-

'-' Indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

"" indicates data are not available.

Transiency, Truancy, and Discipline

	Transiency Rate*	Habitual Truancy Incidents	Habitual Disciplinary Expulsions
State	33.5 %	1,702	81
District	59.7 %	0	0
Elementary Schools			
Dyer E S	67.3 %	0	0
Goldfield E S	56.4 %	0	0
Silver Peak E S	41.7 %	0	0

* The purpose of some alternative programs is to enroll students for a short period of time until they can re-enroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A.
Data reported as of the end of the school year.

	Number of Incidents Resulting in Suspension/Expulsion for:					
	Violence to Other Students	Violence to Staff	Possession of Weapon	Distribution of Controlled Substance	Possession/Use of Controlled Substance	Possession/Use of Alcohol
State	9,863	189	749	88	702	436
District	1	0	0	0	0	0
Elementary Schools						
Dyer E S	0	0	0	0	0	0
Goldfield E S	1	0	0	0	0	0
Silver Peak E S	0	0	0	0	0	0

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

Retention

	Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	483	1.6 %	941	2.8 %	373	1.1 %	242	0.8 %	165	0.5 %	97	0.3 %	370	1.1 %	483	1.5 %	799	2.4 %
District	1	9.1 %	0	0.0 %	0	0.0 %	1	10.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Elementary Schools																		
Dyer E S	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Goldfield E S	1	14.3 %	0	0.0 %	0	0.0 %	1	14.3 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Silver Peak E S	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

*** indicates the grade level was not present.
Data reported as of count day.

Credit Deficiency

	9th Grade		10th Grade		11th Grade		12th Grade	
	#	%	#	%	#	%	#	%
State	5,487	13.9 %	3,678	11.3 %	1,233	5.2 %	1,246	6.1 %
District	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Elementary Schools								
Dyer E S	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Goldfield E S	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
Silver Peak E S	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

Students are retained in grades 9-12 if they have insufficient credits.
*** indicates the grade level was not present.
Data reported as of count day.

Student/Teacher Ratio

Student/Teacher Ratio is listed for all classes whose students do not rotate to different teachers.

	All School	Kindergarten+	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
District	12:1	-	-	-	-	-	-	N/A	N/A	N/A
Elementary Schools										
Dyer E S	11:1	-	-	-	-	-	-	N/A	N/A	N/A
Goldfield E S	13:1	-	-	-	-	-	-	N/A	N/A	N/A
Silver Peak E S	9:1	-	-	-	-	-	-	N/A	N/A	N/A

'N/A' indicates that this grade level was not present or there was no full time teacher at that grade level.

- Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

+ Kindergarten ratios are based on the number of classes, not teachers.

Data reported as of December 1.

Average Class Size—No Data Available

Graduation Rate: Class of 2005

	Total Students	Male	Female	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Black/African American	White
State	64.9 %	62.2 %	67.6 %	55.5 %	73.8 %	50.7 %	49.7 %	72.8 %

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates sufficient data are not available.

Dropout Rate: Class of 2005

	Total Students	Male	Female	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Black/African American	White
State	5.7 %	6.1 %	5.2 %	7.3 %	3.8 %	7.8 %	7.3 %	4.5 %

'N/A' indicates sufficient data are not available.

High School Completion Indicators: Class of 2005

	Standard Diploma		Advanced Diploma		Adult Diplomas*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	11,101	60.9 %	4,450	24.4 %	189	1.0 %	1,407	7.7 %	1,095	6.0 %

'N/A' indicates that no diplomas of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Remedial UCCSN—No Data Available

Fiscal Information

Per-Pupil Expenditures 2004-2005

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

	Instruction		Instructional Support		Operations		Leadership		Total Operating Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
State	3,751	59.3 %	907	14.3 %	1,187	18.8 %	480	7.6 %	6,325	100.0 %
District	14,290	61.2 %	1,362	5.8 %	6,898	29.5 %	796	3.4 %	23,346	100.0 %
Elementary Schools										
Dyer E S	12,256	53.8 %	1,335	5.9 %	8,404	36.9 %	799	3.5 %	22,793	100.0 %
Goldfield E S	20,608	69.8 %	1,519	5.1 %	6,612	22.4 %	804	2.7 %	29,543	100.0 %
Silver Peak E S	9,478	66.3 %	1,172	8.2 %	2,874	20.1 %	774	5.4 %	14,299	100.0 %

Schools showing only \$0 have not been in operation long enough to have data for 2004-2005.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May, 2006.

	Elementary	English	Mathematics	Science	Social Studies	Foreign Language	Arts
District	0.0 %	N/A	N/A	N/A	N/A	N/A	N/A
Elementary Schools							
Dyer E S (H)	0.0 %	N/A	N/A	N/A	N/A	N/A	N/A
Goldfield E S (H)	0.0 %	N/A	N/A	N/A	N/A	N/A	N/A
Silver Peak E S	0.0 %	N/A	N/A	N/A	N/A	N/A	N/A

'N/A' indicates that these subjects or grade levels are not present.

'H' = High Poverty School (as ranked by percentage of students enrolled in free or reduced lunch programs).

'L' = Low Poverty School (as ranked by percentage of students enrolled in free or reduced lunch programs).

Teacher Average Daily Attendance and Licensure Information

	Teacher Average Daily Attendance Rate	Number of teachers providing instruction:		
		Pursuant to NRS 39 1.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without endorsement for the subject area
State	96.1 %	0	124	0
District	87.7 %	0	0	0
Elementary Schools				
Dyer E S	78.0 %	0	0	0
Goldfield E S	87.0 %	0	0	0
Silver Peak E S	98.0 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

Parent/Community Involvement

Parent/Teacher Conference Attendance

	2005-2006	2004-2005	2003-2004
Elementary Schools			
Dyer E S	97.0 %	93.0 %	96.0 %
Goldfield E S	83.0 %	91.0 %	89.0 %
Silver Peak E S	100.0 %	100.0 %	100.0 %

'N/A' indicates data are not available.

District Communication Efforts

Parents are a vital part of our district's success. Parents are encouraged to volunteer, visit classrooms, participate in activities, and provide input into the function of the district. To improve communication with Spanish speaking parents, information is routinely translated into Spanish. Attendance rates of the parents attending open houses and parent-teacher conferences equal 83 to 100 percent. Adult classes are available in computers and other subjects through our C-Net-C and compressed video programs.

Adequate Yearly Progress (AYP)

Complete information on Adequate Yearly Progress is available on the "No Child Left Behind" page of the Nevada Department of Education website: www.doe.nv.gov/nclb.

The AYP data contained in this report may not reflect final decisions relative to the school's performance in the Nevada AYP accountability system. For the most current information regarding the 2005-2006 AYP results, please visit the Nevada Department of Education's website at www.doe.nv.gov/ayp.

District AYP Results

	AYP Classification	AYP Designation
District	Made Adequate Yearly Progress	Adequate

Number of schools In Need of Improvement: 0

Percentage of schools In Need of Improvement: 0.0 %

School AYP Results

School Name	School Level	AYP Classification	AYP Designation
Elementary Schools			
Dyer E S	Elementary	Made Adequate Yearly Progress	Adequate
Goldfield E S	Elementary	Made Adequate Yearly Progress	Adequate
Silver Peak E S	Elementary	Made Adequate Yearly Progress	Adequate

Summary of Standards-Based Test Performance

Nevada used criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in these tables are a compilation of test results for grades represented at the school, district, or state and may not represent the figures that were used to determine Adequate Yearly Progress. For more detailed information and other assessment information, refer to www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Math				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	11 %	42 %	34 %	13 %	8 %	38 %	43 %	11 %	12 %	36 %	38 %	14 %	12 %	37 %	39 %	12 %
District	9 %	26 %	50 %	15 %	9 %	48 %	43 %	0 %	6 %	41 %	53 %	0 %	8 %	33 %	50 %	8 %
Elementary Schools																
Dyer E S	9 %	9 %	64 %	18 %	20 %	40 %	40 %	0 %	0 %	45 %	55 %	0 %	-	-	-	-
Goldfield E S	10 %	35 %	50 %	5 %	0 %	58 %	42 %	0 %	10 %	45 %	45 %	0 %	14 %	36 %	36 %	14 %
Silver Peak E S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

Note: Charter school numbers, excluding local state-sponsored charter schools, are reflected in all district totals in this report.

The development of this annual district accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.